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ABSTRACT

Recognizing that toy-making activities have tremendous potential for developing good parent-child interactions, this paper examines (1) the why, where, when, how, and who of making toys at home; (2) the use of toys in play; and (3) the value of toys as tools for learning. The snags and obstacles of toy making as well as the challenges and benefits are mentioned. Most of the paper contains instructions for making the following toys: rolling can, sound canisters, toy drum with bean bags, wooden blocks, nesting cans, wall picture, feeling blocks, first picture book, chip can, happy/sad face pillow, shape puzzle, sequential cups, hobby horse, rag doll, and hand puppets. All instructions are accompanied by charts relating the toy to language learning, using the five senses, as well as modeling activities for parents. (HOD)

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PRESENTATION

ACEI ANNUAL STUDY CONFERENCE

SAN ANTONIO, TEXAS

JUNE 1-9-22, 1986

TITLE:

TOY MAKING FOR PARENTS AND CAREGIVERS

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OBJECTIVES:

This workshop "Toy Making for Parents and Caregivers" will be sub-divided into several parts.

First, we will take a critical look at making toys at home-the why, where, when, how, and who?

Secondly, we'll talk about using the toys with children and playing with your child.

Thirdly, we'll look at toys as tools for learning.

TOY-MAKING

Making toys at home or hand-made toys can be done for various reasons. For some, it is done out of necessity, and for others it's a sense of fulfillment, and for others we simply think we can create a better product for children.

All reasons are sound and legitimate. If you are a teacher or parent who want to have a particular toy(s) for your child and cannot afford them, or you may simply refuse to pay the exorbitant prices of toys, toy-making is viable option.

There are some of us who feel better about our roles as parent or teachers if we take that extra time or make that something special for our kids. It's a type of self-fulfillment.

Then there are some of us who have critically evaluated many of the toys and games available for children, and know that they aren't worth the plastic or cardboard they are made of.

Toy-Making takes time, planning, preparation, requires problem solving, and decision-making. It is not for a person in a hurry. As an individual setting priorities for utilizing your time, you must first decide why you want to make toys and that reason(s) must be strong enough to justify spending a substantial amount of time working on a toy-making project.

If you decide that you do want to spend some of your time in toy-making activities, think about what you want to make. Make a list and sequence your projects. Think about what your child can do now or will be ready to do in the very near future. That will help determine what will be appropriate toys or games for you to make. Later in the presentation, we will review children's abilities according to developmental level. This information is

very important for the parent and teacher. She must identify where the child is in this growth and developmental and that will direct the parent's expectations of the child in playing with the toy.

Planning ahead for making toys based on the child's level will make a difference on how useful and enjoyable that toy will be for both parent and child.

Now, I mentioned that toy-making is not for a person in a hurry. Now many times we see a finished product, we admire it, take a closer look at it, and then decide "oh, that's simple to do." "I can do that in no time." Being a former school teacher, who made a lot of childrens' games and activities, I learned, the hard way that it's not as easy as it looks. It takes time to come up with a finished product that you're proud of, that's useful, and attractive to the child.

For example you may come up here and examine these toys very carefully and decide you're going home to make one this afternoon. You may be able to do that and that would be wonderful. But the chances of you going home and just getting very frustrated are also very high. What I'm trying to do today is spare you some of that misery. If you plan ahead, you will be feeling good about making toys.

Planning ahead means determining what materials you need and in what amounts. Make a mental list or write it down. First-scrounge around your house, yard, or garage for materials. A lot of these toys need household items like cans, masking tape, scrap wood, paint brushes, non-toxic paint, markers, contact paper, cloth material scrap. After you've exhausted all your resources at home, they you can determine what you need to buy.

Second, once you know what you need to buy, go to where it's cheaper to buy these materials. There will be some items that you only need a small amount but can only purchase it in a large amount. But many of these toys use the same basic materials--poster board, markers, contact paper, cloth scraps, needle/thread, etc. so you can use the left-over items for other toy-making projects.

If you plan ahead effectively, the chances of finishing your product are much greater. We have seen many mothers start toys and not finish them because they don't have enough material, or the right kind, or they run out of time, and never get back to finishing. In other words prepare yourself with materials and a sufficiant amount of scheduled time.

As much as you plan and prepare for your toy-making projects, there invariably will be snags or obstacles to overcome. There may be a problem in getting material or your time schedule. Whatever your problem may be, remember to be flexible. It may be that you have to substitute a material, or work on your project only when the children are asleep. The solving of your problems will be easier if you approach toy-making with an non-rigid attitude. You can always adapt, change, and revise.

Toy-making also creates responsibility. It means that you, the adult, must made decisions not only on what is an appropriate toy for the child, how and when to best work on the project, but also critically evaluate your finished product for safety and value. We will cover a checklist of safety tips later in the presentation. There will be occasions when a toy may be very attractive and appealing and be very unsafe to play with. No one will be there to remind you to check for safety, so it is up to you to do this on your own.

Another point to remember when making toys for your children is that the majority of home-made toys and games are not very durable. They will not last a life time, so don't have unrealistic expectations about their usage. The toys will last long enough for the child to enjoy. There are some projects that will be permanent objects in your home such as those made of wood but most will be made of consummable supplies.

One last point to make about toy-making is that is is good therapy when done either in a group situation or individually. It's a good distractor from any concerns-good or bad- that may be on your mind. Toy-making requires concentration and calls for being neat and precise. You have to watch what you're doing and pay attention.

At Avance we have found that the toy-making hour accomplishes several things. First, it is a "safe," non-threatening, non-controversial reason for coming together as a group. Secondly, for most people, it's fun. It doesn't differentiate by intelligence, grade, sex, age; everyone is at the same level, doing the same thing, for the same purpose. You are not graded or tested on your work. Thirdly, it's an informal hour that allows you to interact and communicate with other adults.

You can talk about anything that's on your mind; say jokes, act silly, complain, blow off steam, or ventilate. Sometimes we just need time to talk and say whatever we want, yet we really don't want to be taken too seriously.

The toy-making hour allows an informal time for adults to get to know each other.

The making of toys is also a good lead-in into discussions of how children learn and the role of the parent in that learning process.

It also creates situations that bring parent and child together in a playing/learning activity, that may otherwise not occur.

In summary what we have said is that toy-making accomplishes several purposes that are of benefit for both parents and children. It can be fun and fulfilling as well as frustrating and stressful. The latter can be avoided if certain precautions are taken and good planning and preparation is done.

PLAY AND USING TOYS (The following was taken from the parenting classes handbook, Parentmaking by B. Rothenberg, et.al, and personal experience in the Avance Parent Child Education Program).

Play is our children's life. It teaches them what the world is-how high is up, what is meant by down, what is soft and what is hard, what is solid and what is hollow, the meaning of the inside and the outside, of wet and dry and shape and form. Play also teaches children about themselves. They learn what they can do and where they are weak and where they are strong.

While children play, they strengthen their muscles, improve their perceptions, learn new skills, let off excess energy, try out different solutions to problems, practice the tasks of life, learn how to deal with other people, and come to know the values and symbols of the world. All of this can be done in a variety of styles; it is a mistake to assume that there is one good way to play and that all other are abnormal. Child's play, like adult's work, expresses what the person is, what he likes, and what is on his mind.

Play is vital to a child's total growth. In play he practices his skills and develops his theories about the world; he investigates

and experiments; he gains control and eventually, mastery of himself and parts of his world; he learns about success and failure; about what he is good at and what he is interested in; he imitates behavior, preparing himself to be a part of our society; he begins to be creative and develops his own unique and individual style.

As a child grows, his intellectual and motor development occur together. There's a direct relationship between what a baby knows and what he can do. As he learns to sit and crawl, he becomes aware of how to use his new skill to explore the world around him. The learning process is fun, and enjoyment comes not only from the activity itself but from its results - his increased ability to handle the world.

There are three kinds of skills that are related to play and are necessary for successful learning, independent behavior, and effective communication with people. There are: cognitive, behavior, and social skills. The Cognitive-Skills concentrates on thinking, using the mind. Behavior Skills involve actions that can observed and be controled. Social Skills include our abilities to interact and communicate with, and manipulate other social beings.

These specific abilities that babies are working on in their play is actually the summary of the same abilities we all work on during our entire lives. Babies don't complete this learning through their play but rather begin their life-long path of learning.

Today we want to emphasize that parents and caregivers are instrumental in that process of learning through play. Some general suggestions to you that will positively affect that process include the following:

First, be aware of the stages of development to know the direction in which your baby is heading; knowing the general pattern is more important than expecting the baby to achieve certain skills by a certain age. If you know where your baby is heading, you can provide opportunities for her to discover for herself the physical properties of objects and the logical relationships among them.

Knowledge of the stages of development is not innate; we don't automatically learn this when we become parents or become caregivers. Knowing how children grow and develop, or at least patterns that can be identified, is information we have to deliberately acquire through reading or participating in parenting groups. Having this information at a level of awareness helps us to understand children, better meet their needs, control our emotions and behavior with children, and establish realistic expectations for both the child and the caregiver. Having unrealistic expectations of yourself as a caregiver can be just as harmful as setting unrealistic expectations for your children.

Knowing the general patterns of child growth and development can provide a sense of relief for parents, but if you apply this knowledge to the extreme it can also create a lot of anxiety and stress. Some childrearing-related books raise the issue that parents can "maximize their child's potential" by following certain well-defined patterns of play and parenting. Others suggests that the developmental process can be stimulated or advanced if parents direct the learning of the child with specific experiences and activities. Many parents are burdened by the feeling that the way they play with their baby and the toys they provide for him determine their child's intelligence.

A great amount of guilt goes along with this feeling. Parents often think they are the architects of their child's world but they're not very sure of what the child needs within it. They're confused about the kinds of toys to provide at certain ages and about what their own role is in relation to their child's play.

Parents often get the feeling that there's a right way to play with their child and then feel confused if they don't know what that is. They can also feel guilty if they don't follow recommendations from an "expert" or from a highly promoted book.

Parents need to know that no person or study has proven that any particular stimulatin is more valuable than any other. Although, parents would like you to quote research to know if they're giving their child enough stimulation, they should understand that theories are not facts, and that they need to suit their approach to their baby's play and learning to what fits their particular family.

Babies pick up parents' feelings about how they are doing, including how they stand in terms of norms of development. Since every baby is different, it's probably best to just enjoy them where they are, and watch them develop naturally at their own pace.

The second suggestion we have today for affecting the child's learning process is to make time to observe and study your child's actions, learn your baby's signals or cues on where he is developmentally as well as his likes/dislikes. This means that the adult literally has to stop, look, and listen. Don't talk, don't act, just watch. For those of us that are always in a hurry, this suggestion means sacrificing precious time. But we're not talking about hours at a time; just a few minutes at a time when your child is involved in an activity or concentrating on something that does not involve

you. Examples: baby attempting to roll over; baby batting at objects-bringing them to mouth; toddler working a puzzle; child trying to put their clothes on.

When offering new toys, parents can look at their baby's cues to see what principles he's intrigued with at that time. Maybe it's batting at objects, arm waving, or learning to control movement. Maybe it's kicking, or mouthing objects. Parents can connect what their child likes to do with objects that help him learn more about that activity. Parents can provide the tools and the love babies need to discover and learn about their world. In other words, where play and learning are concerned, parents do well to follow their child's lead and allow themselves to be caught up in his exploration of the world.

Parents will learn a great deal about their baby by watching him play and being aware of what he's trying to do. By understanding the signals, parents can figure out what their child is ready for next. Learning your child's cues is a skill and like all other skills, the more you do it the better you become; practice makes them easier to read.

Now this is not to imply that we just want you to watch the child. Once you have been able to determine where you're child is at and where he's going by reading/understanding his signals, then you need to play with your child. This interaction is an imporatnt, if not more so, than the specific game or toy the child uses or activity he's involved with. It's not just what the parents have bought or made for their child that affects his learning, but how the child feels, the messages the parents send when their child plays, and how the parent feel when they play with and care for him. In play with his

parents, a baby's self confidence in what he can do is enhanced by his trust in the people around him. Love, learning, and play are all intertwined.

Our third suggestion is somewhat related to this point. Many times we as parents and/or caregivers give too much emphasis to having the "right" toys for our children, creating a play environment that is conducive to learning. We as parents and caregivers tend to forget that babies don't need to have every toy or piece of equipment on the market. One mobile can offer plenty of opportunity for visual practice; it's not necessary to have, three mobiles, ten posters, and six bright, patterned scarves. Sometimes we as parents and caregivers act or perhaps feel as if we are being graded on the number of toys we provide for our children. These are the subtle messages we receive through high profile marketing that bombards us through the mail and the media. Just remember that love, learning, and play are all related, and that interaction between parent and child is more important than a specific toy or skill. When a parent shows her enjoyment of an activity her child is involved in, her message encourages her baby's confidence and self-esteem. In turn, self esteem positively influences a child's skill development.

EVALUATING TOYS-QUESTIONS TO ANSWER

SAFETY

Are there any parts that can be inhaled, swallowed, or lodged in ears?

Have all pins, staples, wrappings been removed? Toys for young babies should be easy to manage with one hand and easy to grab from any angle. There should be no detachable parts.

DURABILITY

Can the child really play with the toy or is it just "for show" or pretty ot look at? Consider how your own child handles toys: Is she rough or gentle in her play? There may come a point when you wonder if your child is playing with a toy or destroying it. When this thought comes to mind, determine if the toy is too difficult or too easy to play with or if the toy is frustrating or boring to your child. If a toy is being banged and tossed around it is better to put it away and find something else else your child can bang, throw and dismantle.

SENSORY APPEAL

Can the toy stimulate the senses. Is it colorful to look at? Cen we create action with it? Does it make noise? Can it be "mouthed?" Does it have a variety of textures?

AGE RANGE

Will the toy "grow" with your child? Does it appeal only to his current interests and skills or does it also stimulate and encourage him to try new combinations of skills? (The mid-point of an age range listed on a toy box is often the most appropriate age for that toy.) Will the toy be fun for other reasons as your child grows older?

PARENT'S ROLES IN PLAY

Parents should takes their cues from their child and his interests. A child should set the tone and the pace of play and parent should play with him.

The parent's role is that of a facilitator who sets up the opportunity to play; she helps with the play if necessary.

Try to tune in to your child and allow him to play with toys or objects in his own way rather than the way you think he should. Avoid playing for him or insist on teaching.

Allow your child to solve his own problems as much as possible (rather than always retrieving toys for him, for example). Realize you're giving your child an important opportunity to learn.

Your baby's attention span may be longer than yours. Let him play with a toy as long as he's interested in it.

Rotate the toys you have so there's a "controlled variety" rather than a confusing bombardment of stimuli. This method extends the length of time the toys will be interesting.

Watch the balance of your child's day to see that she has time with you and other people, time alone, time inside and time outside, time for resting and time for play.

Be alert to excessive or inappropriate stimulation; babies may withdraw and build up a strategy for dealing with the person providing the stimulation. When parents play with their baby, they should watch his reactions - is he responding or is he withdrawing? Parents need to watch their own reactions as well-they can become discouraged by failure to reach their baby and withdraw themselves. If certain play is not fun for both parent and child, something else should be tried or play should be postponed until a better time.

You and your child will jointly determine how much time you should spend playing together. There is no set time because all parents are different and baby's needs vary. Some like to play on

the floor for an hour with their child while others don't enjoy more than two minutes at a time. Also, parents enjoy different stages of development more than others; play may be more fun for them when their child is two or three. Parents should know that short interactions can be as meaningful as long ones. Play should be as long as both parent and child feel good about and enjoy it.

TOOLS FOR LEARNING: TOYS YOU CAN MAKE AT HOME

In the time we have remaining, I will present toys which are/ have been made by parents enrolled in the Avance Parent-Child Education Program. The instructions for making these projects and their learning possibilities have been compiled into the Avance Toy Making Manual which I have used as a reference.

These toys have been made by groups of parents in Toy Making Classes for the past 12 years. Parents who attend this parenting education program come from very impoverished and high risk environments. The toy making hour affords them the opportunity to accomplish a task that is useful and important. Those achievements feed weekly experiences of success which the Avance parents need in order to regain a sense of confidence and control in their lives. That positive feeling of the self impacts the effectiveness of their parenting. Toy Making contributes to re-building a high self-esteem and self-concept and at the same time impacts information of learning through play.

We at Avance contend that if persons from deprived and depressed environments can experience so much enjoyment, personal development, and parenting skills, surely it can be of benefit to all parents.

Additionally, since the principal professional staff at Avance comes from the education field in the traditional school setting, the influence of "teacher-made" materials is very apparent. These toy-making projects have great appeal to caregivers in day care and early childhood centers. Many day care teachers and trainers have purchased the Toy Making Manual and found it to be very useful.

For today's demonstration, I selected 15 toy making projects. They include 1)The Rolling Can Toy 2)Toy Drum with Bean Bags 3)Sound Canisters 4)Wooden Blocks 5)Nesting Cans 6)Wall Picture 7)Feeling Blocks 8)Baby's Picture Book 9)Chip Can 10)Happy/Sad Face Pillow 11)Shape Puzzle 12)Sequential Cups 13)Hobby Horse 14)Rag Doll and 15)Hand Puppets. They are all made with easily accessible materials that are relatively inexpensive. Many of the supplies are already available in your home, it's just a matter of using them creativity.

Once you get into toy-making, resourcefulness becomes a part of your life style. You perceive the most simple objects in your home as having the potential of becoming a beautiful toy and educational tool.

With these thoughts in minds, we will examine all the toy samples by reviewing the materials involved, the instructions for creating the toy, and the usage possibility sheet.

See ATTACHMENT 1. All of these have been taken from THE AVANCE TOYMAKING MANUAL.

SUMMARY

Today the concept of toy-making for parents and caregivers has been introduced. To make it realistic and appropriate to engage in,

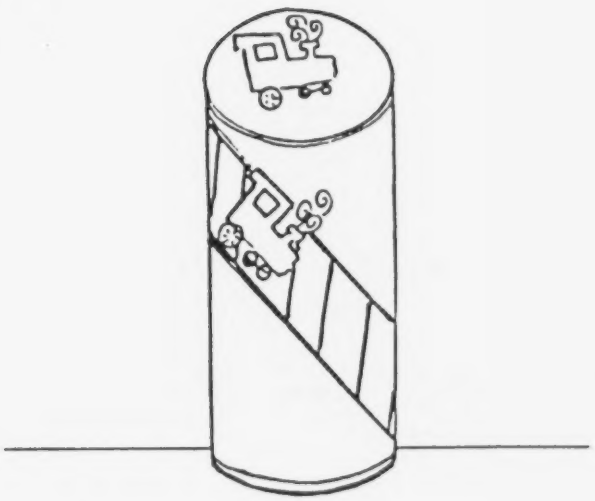
the positive as well as the down sides of it have been mentioned. Other points covered include toy-making as tasks/challenges/ benefits for individuals and groups. The main message is the tremendous potential for developing wonderful parent-child interactions stemming from toy-making activities.

NOTE: INQUIRIES REGARDING THE AVANCE TOY-MAKING MANUAL may be made to:

AVANCE EDUCATIONAL PROGRAMS
FOR PARENTS & CHILDREN
1226 N.W. 18th St.
San Antonio, Texas 78207

ATTACHMENT I

ROLLING CAN



Recommended Age Levels: 3 months to 18 months

Materials Needed:

1 empty can, any size with one side intact and preferably with a hole punched in the other side 8½ x 11"
Construction paper, in a bright color 12" x 12"
Colored contact paper or other self-adhesive paper
Clear contact paper 20" x 23½"
4 cutouts of a train
2 to 4 small rocks
Poster board 12" x 12"
Black marker
Masking tape
Scotch tape
Scissors

ROLLING CAN
Instructions

1. Cut the poster board into two circles the size of the top and bottom of the can. See figure 1.

2. Cut four circles 1" larger than the poster board circle. Two out of the colored contact paper and two out of the clear contact paper.

3. Cut the construction paper and the clear contact paper each into a piece to fit around the sides of the can.

4. Make sure the hole on the top of the can is large enough to put the rocks in. Insert the rocks.

5. Cover one end of the can with the poster board circle. Using masking tape, tape the circle to the can. Cover the other end the same way.

* 6. Place the colored contact paper over the poster board circle on one end, leaving 1" extending over the edge.

7. On the extended colored contact paper, cut slits 1" apart, all the way around,up to the edge of the can. See figure 2. Press down the cut sections.

8. Repeat steps 6 and 7 for the other end.

9. Place the construction paper strip around the side of the can. Tape the ends with scotch tape.

10. With a marker, draw two tracks, on opposite sides of the can, on the construction paper from one end to the other slantwise. See figure 3.

11. Trace, color and cut out, four trains using figure 4.

12. Put scotch tape on the backs of the train cutouts. Place one train on one track, roll the can down, and place the second train on the other track. Place trains 3 and 4 on each end of the can. See figure 3.

* 13. Place the clear contact paper circle on one end of the can, leaving 1" extending over the edge.

14. Repeat step 7. For the other end repeat steps 13 and 7.

* 15. Place the large strip of clear contact paper around the sides of the can, pressing down as you go along.

* See the section on "Working With Contact Paper"

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Possibility Sheet
For

THE ROLLING CAN

LANGUAGE (Labeling)	**NOUNS** Can Train Tracks Name of Toy-Rolling Can	**VERBS** Shake Roll Watch Listen Count Push	**ADJECTIVES** Colors-red, black, etc. Shapes-round, rectangle, circle Texture-smooth, hard Numbers-1,2,3....	**SPATIAL RELATIONS** Up/Down Around Top/Bottom Sides Front/Back Away/Towards	**COMPREHENSION** Ask your child questions such as: "What happens when you push (or shake) the can?" "Can you make the can stand up?"
USING THE FIVE SENSES	**HEARING** Shake and/or roll the can to hear the sounds it makes.	**SEEING** Watch the can as it rolls. Point out the pictures on the toy.	**SMELLING**	**TASTING**	**TOUCHING** Feel the roundness and smoothness of the can.
MODELING ACTIVITIES For Parents	**AUDITORY DISCRIMINATION** Compare the sounds made by the toy to other sounds found in the house. Compare the sound of the can when you roll it to when you shake it.	**VISUAL DISCRIMINATION** Describe how the can is moving. Compare the train pictures to other pictures you may have of trains.	**EYE-HAND COORDINATION** Stand the can up or lie it down.	**FINE/GROSS MOTOR SKILLS** Roll the can on the floor.	
	IMAGINATION Make up stories about the trains on the can, and about the sound that trains make. Use the can for a musical instrument.	**NUMBERS** Count the number of trains on the can. Count the number of times that you shake the can.	**SELF-AWARENESS**	**CAUSE/EFFECT** Pushing or shaking the can causes a sound to be made.	

SOUND CANISTERS

Recommended age levels: 6 months to 5 years

Materials Needed:

6 small cans - For example, tomato sauce can (8oz. size)
Contact paper - any color, enough to cover the six cans
Rice, 4 teaspoons
Beans, 4 teaspoons
Sugar, 4 teaspoons
Masking tape
Scissors
Poster board, 8" X 10"

SOUND CANISTERS

Instructions

1. Cut the poster board into twelve circles the size of the top or bottom of the can. See figure 1.

2. Cut twelve circles of colored contact paper 1" larger than the poster board circles. Cut six pieces of colored contact paper to fit around the sides of the can.

3. Make sure the holes on top of each can are large enough to put different materials in (beans, rice, salt). Fill two cans with beans, two cans with rice and two cans with salt.

* 4. Cover one end of a can with the poster board circle. Using masking tape, tape the circle to the can. Cover the other end the same way. Repeat with the remaining five cans.

5. Place the colored contact paper over the poster board circle on one end of the can, leaving 1" extending over the edge.

6. On the extended colored contact paper, cut slits 1" apart, all the way around, up to the edge of the can. See figure 2. Press down each cut section one at a time.

7. Repeat steps 5 and 6 for the other end of the can, and for the five remaining cans.

* 8. Place the large strip of colored contact paper around the sides of the can, pressing down as you go along. Repeat for the remaining five cans.

* See the section on "Working With Contact Paper".

AVANCE SAN ANTONIO, INC.

Possibility Sheet
For

THE SOUND CANISTERS

BEST COPY AVAILABLE

LANGUAGE (Labeling)	NOUNS Sound Canisters Circle	VERBS Shake the cans. Stack one can on top of the other. Roll the cans. Match the sounds made by the cans.	ADJECTIVES Sounds-loud, soft Colors-blue, white, etc. Textures-smooth, hard Numbers-1,2,3,4,5,6 Shape-circular	SPATIAL RELATIONS Up/Down Left/Right/Middle On top of Beside	COMPREHENSION Ask you child questions such as: Which sound is loud? Which is soft? Which cans sound the same?
USING THE FIVE SENSES	HEARING Roll or shake the canisters, listen to the different sounds that they make.	SEEING Point out the shape and colors of the cans.	SMELLING	TASTING	[illegible] Feel the smooth hard surface of the cans. Trace the circle with your finger.
MODELING ACTIVITIES FOR PARENTS	AUDITORY DISCRIMINATION Match the sounds of the canisters that are the same. Which cans make a softer or louder sound. Shake a can once, then have your child shake his can once. Shake your can twice, etc. then have your child repeat the number of times you have shaken your can.	VISUAL DISCRIMINATION Compare the cans to other toys around the house that also are cans, such as the Nesting Cans, the Rolling Can, etc.	EYE-HAND COORDINATION	FINE/GROSS [illegible] Show your child how to shake and how to roll the cans.
	IMAGINATION Use this toy as a musical instrument. Shake the cans in rhythm while singing songs to your child.	NUMBERS Count the number of cans. Count the number of different sounds that the cans make. Count the number of times you shake the can.	SELF-AWARENESS Show your child how to stack one can on top of the other.	CAUSE Shaking the cans creates a sound.

TOY DRUM
with BEAN BAGS

Recommended Age Levels: 6 months to 6 years

Materials Needed:

Empty can, with a plastic lid such as a coffee can
Construction paper, 21" x 8"
Construction paper (trim) 21" x 4"
Contact paper, clear 21" x 8"
Material,
Glue
Birdseeds or Beans
Scissors
Needle and thread
Magic markers, various colors
Scotch tape

TOY DRUM
WITH BEAN BAGS

Instructions

To make the Drum:

1. Make sure the open end of the can does not have any sharp edges. Use pliers to bend the metal down into the can and cover the edge with masking tape if necessary. See figure 1.

2. Cut a piece of construction paper to fit around the sides of the can. Wrap the construction paper around the can. Tape or glue the ends together. Trim any excess paper from the top or bottom of the can.

3. Make two borders for the can by cutting a strip of construction paper (a different color from the other one used) in half lengthwise using a zig-zag pattern. The borders should be long enough to go around the can. See figure 2.

4. Tape or glue a border near the top and bottom ends of the can. See figure 3.

5. Select and cut out the pictures or characters from the patterns provided (See figure 6) that you would like to use. Decide where you want them placed.

6. Color the pictures using the magic markers. Glue the pictures onto the construction paper around the can. Be sure the pictures are spaced properly and appear balanced.

7. Cut the clear contact paper to fit around the can leaving 1" extending from both ends.

* 8. Cover the can with the contact paper. Make slits, 1" apart, around the excess of contact paper. Press down each slit one at a time over the bottom and the top of the can. See Figure 4.

9. Cover the finished can with its own plastic lid.

To Make the Bean Bags:

10. Cut the material into three rectangular pieces, each measuring 3" X 8". See the patternin Figure 7.

11. Turn the material inside out and bring the corners together to form a piece measuring 3" X 4". See Figure 5a.

12. Sew the open sides of each square leaving the top open. See Figure 5b.

TOY DRUM, Instructions

13. Turn each pouch right side out. Fill each pouch with birdseed or beans until they are three-fourths full for a total of three bean bags.

14. Sew the remaining open side of each pouch closed.

* See the section on "Working With Contact Paper"

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Possibility Sheet
For

THE TOY DRUM

LANGUAGE (Labeling)

NOUNS

Can
Lid
Drum
Bean Bags
The names for any pictures on the can, such as an Indian, Tee-pee, etc.

VERBS

Beat, Put, Take Out, Roll, Stake, Throw, Missed, Turn, Squeeze, Catch, Slide, Play, Listen, Look

ADJECTIVES

Color-yellow, brown, red, blue, etc.
Numbers-1,2,3,4....
Textures-lumpy, smooth, plastic, soft, hard
Shapes-circle, oval round, rectangle
Sounds-loud, noisy

SPATIAL RELATIONS

In/Out
Top/Bottom
Into
On Top Of/Under
Inside/Outside
Near/Far
High/Low
Upside Down
Up/Down

COMPREHENSION

Ask your child questions such as: Where do we throw the bean bags?"Yes, in the can." How do we play with the drum?

USING THE FIVE SENSES

HEARING

Listen to the sound made by the can when you shake it with the bean bags inside. Listen to the sounds made by the bean bags when you shake them.

SEEING

Watch the Drum roll.
Point to the pictures on the drum.

SMELLING

TASTING

TOUCHING

Feel the texture of the bean bags.
Feel the texture of the can and its lid.
Squeeze the bean bag.

25

ACTIVITIES

AUDITORY DISCRIMINATION

Compare the sounds made by the bean bags when you shake them by themselves and when you shake them in the can.

VISUAL DISCRIMINATION

Compare the different shapes and colors that are found on the sides of the can.

EYE-HAND COORDINATION

Show your child how to put the bean bags in the can and how to take them out.
Stack the bags one on top of the other.
Throw the bags into the can. Throw them up into the air and catch them.

FINE/GROSS MOTOR SKILLS

Show your child how to beat on the plastic lid with his hand or a spoon.
Turn the can upside down and do the same thing.
Roll the drum.
Squeeze the bean bags.
Play catch with the bean bags.
Slide the bags across the floor.

IMAGINATION

Play the drum while listening to music, following the rhythm.
Point to the pictures on the can and make up stories about them.

NUMBERS

Count the number of bags.
Count the number of times you hit the drum.
Count the number of times that you can throw the bean bags into the can.
Hide a different number of bags under the can, then ask your child to

SELF-AWARENESS

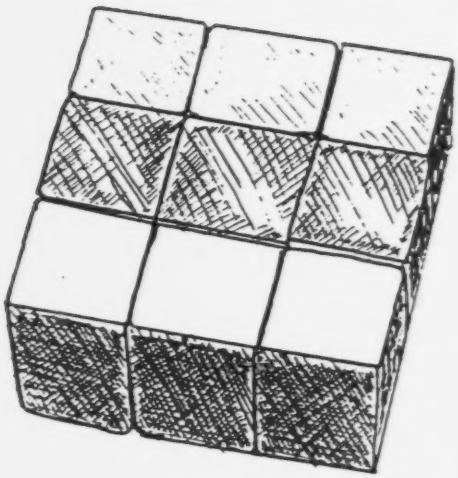
If you have a picture of an Indian or boy on the can, point to the facial parts of the picture, then point to the same facial parts on your child. Name the parts as you point to them.

CAUSE/EFFECT

29

30

WOODEN BLOCKS



Recommended Age Levels: 6 months to 5 years

Materials Needed:

- 9 blocks of wood (2"x2"x2")
- 4-6 colors of non-toxic paint such as red, blue, green, yellow, orange, and white
- Paint brush
- Paint remover or thinner
- Sand paper
- Newspaper

WOODEN BLOCKS
Instructions

1. Place newspaper on your working area.

2. With sand paper smooth the rough edges and surfaces of each block.

3. Place the blocks on the newspaper in 3 rows of three blocks forming one big square. See Figure 1.

4. Paint all the sides facing up with one color. Allow the blocks to dry.

5. Turn each block over once to the left. The colored section of each block will now be facing left with a colorless side facing up. See figure 2.

6. Paint all the sides facing up with another color of paint. Allow the blocks to dry.

7. Repeat steps 5 and 6, using different colors of paint, until the four sides of each block are painted.

8. Turn each block over towards you so that one of the two remaining unpainted sides is facing up. Paint this side of the block again with a different color. Allow the blocks to dry.

9. Turn over each block to the unpainted side that remains. Paint the blocks and allow them to dry.

NOTE: Make sure that each side of the block has a different color from the side next to it.

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WOODEN BLOCKS

	NOUNS	VERBS	ADJECTIVES	SPATIAL RELATIONS	COMPREHENSION
LANGUAGE (Labeling)	Blocks (s) Wood	Stack Put Build Knock (down) Place	Colors on the block such as red, green, blue, etc. Numbers: 1-9 Textures: rough, smooth, hard Shape: square	Left/Right Besides/In front of Near/Far Under/Over On top of, On, By Next to	Ask questions while you are playing with your child such as: What color is this block? Where is the blue block? How many sides does the block have? What did I build?

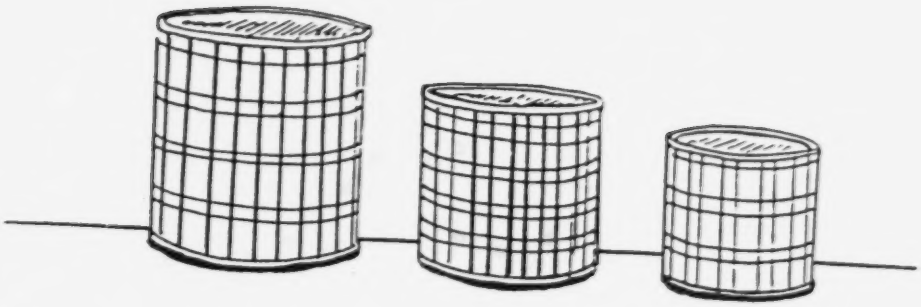
	HEARING	SEEING	SMELLING	TASTING	TOUCHING
USING THE FIVE SENSES	Hit the two blocks together. Hit the blocks to another object. Rub the blocks against different surfaces.	Tell your child to look at the colors, and objects built.			Feel the rough and smooth surfaces of the blocks. Outline (trace) the edges of the block (shape)

28

	AUDITORY DISCRIMINATION	VISUAL DISCRIMINATION	EYE-HAND COORDINATION	FINE/GROSS MOTOR SKILLS
ACTIVITIES	Compare the sounds made by hitting the blocks together and then to other objects.	Compare the colors on the blocks, which are the same, which are different? Compare the colors to those in your child's environment.	Stack the blocks one on top of the other. Place the blocks in a container; take them out.	Throw the blocks into the container. Stacking and building. Tell the child to put a block on this head and balance.

	IMAGINATION	NUMBERS	SELF-AWARENESS	CAUSE/EFFECT
	Ask questions about what the child is building. Let the child make up ways to play with the blocks such as build houses, trains(make sounds of the train), a man, etc.	Count the number of blocks Count the number of sides on the block and the colors such as two blue, 3 yellow, etc.	Tell the child to put a block on different parts of his body such as his head, his right hand, left hand, shoulder, tummy,etc.	Stack the blocks; Hit them and they will fall.

NESTING CANS



Recommended Age Levels: 9 months - 3 years

Materials Needed:

Contact paper - one color, enough to cover all three cans
Different sized cans - (small, medium, large) Each can should fit inside the other. For example, one 12 oz., one 8oz., and one 4 oz. can
Ruler
Scissors
Pliers
Three stick-on animal or fruit seals (optional)

NESTING CANS

Instructions

1. Use cans with one end removed. Smooth out any rough edges in the rim of the opened end of the can by pressing them down with the pliers.

* 2. Measure the size of each can and cut out contact paper to fit around the sides. Cover each can with the contact paper trimming off the excess at the ends.

3. Optional: Apply any stick-on seals to the can for decoration.

4. Show your child how to play with the cans, such as stacking one on top of the other, inserting one can into the other, lining up the cans according to size, and putting other objects inside each can. The cans may also be inverted and used as drums. See figure 1.

* See the section on "Working With Contact Paper".

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THE NESTING CANS

NOUNS	VERBS	ADJECTIVES	SPATIAL RELATIONS	COMPREHENSION
Can (s) Nesting Cans Circle	Stack the cans. Put one can inside of the other. Roll the cans. Turn the can upside down. Hit each can. Shake the can.	Color-silver, white, yellow, etc. Shape-circular Size-small, medium, large Number-1,2,3 Texture-smooth, hard	Inside/Outside Beside Top/Bottom/Sides First/Second/Third Around Upside Down On Top of Underneath Left/Right/Middle Opened/Closed	Ask your child questions such as:Which can is the largest? Which is the smallest? Can you put the small can on top of the large one?

HEARING	SEEING	SMELLING	TASTING	TOUCHING
Put something inside each can and shake the can - listen to the sounds. Turn the can upside down and use a pencil to hit the end of the can-listen to the sounds	Point out the different colors and sizes of each can.			Feel the hard but smooth surface of the can. Trace the end of the can with your finger to feel the shape of the can.

... 31

AUDITORY DISCRIMINATION	VISUAL DISCRIMINATION	EYE-HAND COORDINATION	FINE/GROSS MOTOR SKILLS
Compare the sounds made by the different can sizes when you shake them or when you hit them with a pencil.	Compare the sizes of the cans. Compare the different sizes of circles of the three cans.	Show your child how to stack one can on top of the other, and how to put one can inside the other.	Show your child how to roll the cans.

... PARENTS

IMAGINATION	NUMBERS	SELF-AWARENESS	CAUSE/EFFECT
Turn the cans upside down and use them as little drums.	Count the number of cans. Count the number of times that you shake the cans.		A child can make the smaller can disappear by placing a larger one over it. Have your child try to find the smaller hidden can.

37

38

WALL PICTURE

Recommended Age Levels: All levels

Materials Needed:

Attractive pictures from a coloring book
Poster board, cut to a size slightly larger than the picture
Assorted colors of markers
Pencil
Fine point pen
Paper clips
Clear contac paper, enough to cover the picture
Carbon paper, 8 1/2"x11"
Opaque projector (optional)
Optional: tacks, nails, string

WALL PICTURES

Instructions

1. Select the picture you want to use from a coloring book. Decide if you would like the picture the same size or enlarged. If you have access to an opaque projector, you can enlarge your picture.

2. If the picture is to remain the same size, place a sheet of carbon paper face down between the picture and the poster board.

3. Clip the picture onto the poster board with paper clips. The clips will prevent the picture from moving while you are tracing.

4. Outline the picture with the pen, pressing hard.

5. If you enlarge the picture with the projector, place the picture on the projector. Project the enlarged picture onto the wall adjusting the projector for the size you want. Place the poster board on the wall holding it up with one hand. Trace the picture onto the poster board.

6. Color the picture with the markers. Outline the picture with a black marker.

7. Cut out the picture.

* 8. Cover both the front and the back of the picture with clear contact paper. See figure 1. Place the amount of contact paper needed with the sticky side up. Place your picture face down on the paper, smoothing out the paper with your fingers. Repeat for the other side. Cut the excess contact paper.

9. Tack, or nail, the finished picture in your child's room. You may want to punch two holes at the top of your picture to tie a piece of string through both holes. The picture can be hung in your baby's crib or as a mobile.

* See the section on "Working With Contact Paper".

Possibility Sheet
For

WALL PICTURES

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LANGUAGE (Labeling)

NOUNS
Label any objects, depending upon the pictures you have on the wall. For example:
Dog, Cat - animals
Dress, shirt-clothes
Banana, apple - food

VERBS
Look
Hang
Label different actions in the pictures such as sitting, smiling, jumping, flying, laying, standing, barking.

ADJECTIVES
Size-big, little, long, short.....
Colors-red, blue, yellow, etc.
Textures-soft, hard smooth, rough
Shapes-square, circle, rectangle, etc.

SPATIAL RELATIONS
Depending on the picture, label those words that describe on, in, next to, by, left, right, on top of, on the bottom, in the middle, back.

COMPREHENSION
Ask questions such as: What is this? What does it say? What is the_____ doing?

USING THE FIVE SENSES

HEARING
Describe the noises that the different objects would make such as, "A dog says bow-wow." "A cat says meow."

SEEING
Point out the different colors found in the picture. Point out small details in the pictures.

SMELLING
If it applies, have your child smell something real that is similar to the object in the picture.

TASTING
If it applies, have your child taste something real that is similar to the object in the picture.

TOUCHING
If it applies, have your child touch something real which is similar to the object in the picture.

34

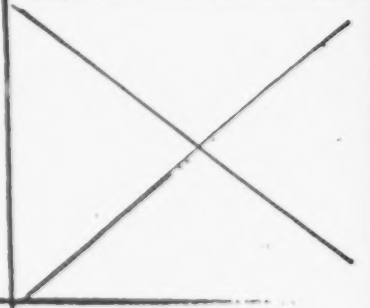
MODELING ACTIVITIES FOR PARENTS

AUDITORY DISCRIMINATION
If it applies, find objects around the house that make the same sounds as the picture would.

VISUAL DISCRIMINATION
Find other objects around the house that have the same colors that are found in the wall picture. Move the pictures around and then ask your child to look for them.

EYE-HAND COORDINATION
Have your child trace the picture with his finger.

FINE/GROSS MOTOR SKILLS

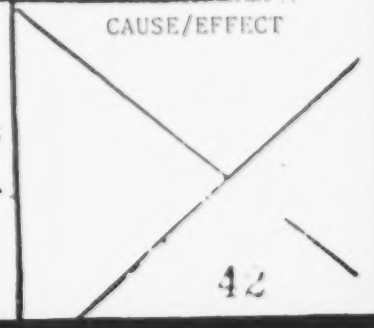


IMAGINATION
Tell your child about each object such as: This is a car. We ride in the car, don't we? Cars take you to different places. This is a rose. It is a flower and it smells pretty.

NUMBERS
Count the number of objects in the picture even if it's only one.

SELF-AWARENESS
If if applies, point to your child's body parts and label them, then point to the picture and label any body parts found there.

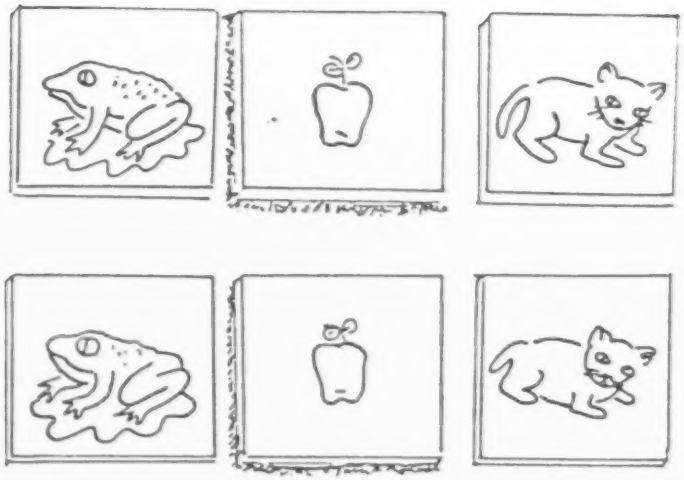
CAUSE/EFFECT



41

42

FEELING BLOCKS



Recommended Age Levels: 6 months to 5 years

Materials Needed:

Plywood - 18x18 inches, 1/4 inch thick
Fur - black, 6x6 inches
Satin - red, 6x6 inches
Burlap - green, 6x6 inches
Glue
Scissors
Hand saw
Ruler
Non toxic paint - red, blue, and green
Contact paper - clear, 7 1/2"x 3"
Markers - Various colors
Sandpaper

FEELING BLOCKS

Instructions

1. Cut the plywood into six pieces each 3x3 inches. Using sandpaper, remove any rough edges on the cut pieces.

2. Cut two pieces fur, satin, and burlap, each 3x3 inches.

3. Cut out six circles of clear contact paper large enough to cover the pictures in Figure 1.

4. Paint the plywood squares in the following manner: 2 blue, 2 green, and 2 red.

5. Trace and cut out the pictures in Figure 1. Color the pictures with the markers following the guide provided in Figure 1.

6. Glue the pictures and the different materials onto the opposite sides of the plywood in the following manner:

	On One Side	Opposite Side
Blue plywood	fur	cat picture
Red plywood	satin	apple picture
Green plywood	burlap	frog picture

Trim the excess material on each block. See figure 2.

7. Cover each of the six pictures with a piece of clear contact paper. See figure 3.

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THE FEELING BLOCKS

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LANGUAGE (Labeling)	NOUNS Cat Apple Frog Block Wood Silk Burlap Fur	VERBS Feel Bang Hit Stack	ADJECTIVES Colors-red, green, blue, black. Shapes- square Textures-soft, hard, rough, smooth. Size- thin	SPATIAL RELATIONS Near/Far On top of Beside Below	COMPREHENSION Ask your child questions such as: "Which block is blue? What picture is on the red block? What does a frog feel like? What color is an apple? What color are frogs?
USING THE FIVE SENSES	HEARING Hit the blocks together using different rhythms or beats.	SEEING Look at the differences in colors and in the pictures.	SMELLING	TASTING	TOUCHING Feel the different textures-soft, hard, rough, smooth. Ask your child to close his eyes and match the pairs of blocks by touching them. Compare the feel of the textures.
ACTIVITIES	AUDITORY DISCRIMINATION	VISUAL DISCRIMINATION Compare the different pictures and colors. Put the blocks that are the same together.	EYE-HAND COORDINATION Show your child how to construct things with the blocks such as a house or tent. Stack the blocks one on top of the other.	FINE/GROSS MOTOR SKILLS Pick up a block and place it near the one it matches.
	IMAGINATION Tell stories about each picture on the blocks, such as: "This is a frog. He is a green animal and he feels rough. Frogs jump up and down. They live in the water or on land."	NUMBERS Count the number of blocks that are soft; that are rough; that are smooth. Count the total number of blocks. Point to two blocks that are the same and say "These are two blocks, they are a pair."	SELF-AWARENESS	CAUSE/EFFECT

Recommended Age Levels: 9 months to 2 1/2 years

Materials Needed:

- At least 11 different pictures from magazines or children's books (5"x6")
- Poster board, 10"x15"
- Clear contact paper, 10"x42"
- 2 yards yarn, any color
- Scissors
- Glue
- Markers, assorted colors
- Hole puncher

FIRST PICTURE BOOK

Instructions

1. Cut the poster board into 6 pieces, each measuring 5½" X 7".

2. Paste the pictures on the poster board pieces leaving one piece blank on one side. See figure 1.

3. The poster board piece with the blank side will be used as the cover. Decorate it with your child's picture, pictures of flowers and/or a title such as "My First Book", "Maria's Own Book", "To Sammy from Mom", etc. See figure 2.

* 4. Cut the clear contact paper 6½" X 16" to cover both the front and the back sides of each poster board piece. Leave ½" of the contact paper overlapping. Trim any excess.

5. Using the hole puncher, make two holes on the poster board pieces, 3/4" from the top and bottom, leaving ½" from the side. See figure 3.

6. Starting from the back, run the yarn through all the poster board pieces, leaving the cover for the top. See figure 4. Tie a bow along the side of the cover piece.

* See the section on "Working With Contact Paper".

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Possibility Sheet
For

THE FIRST PICTURE BOOK

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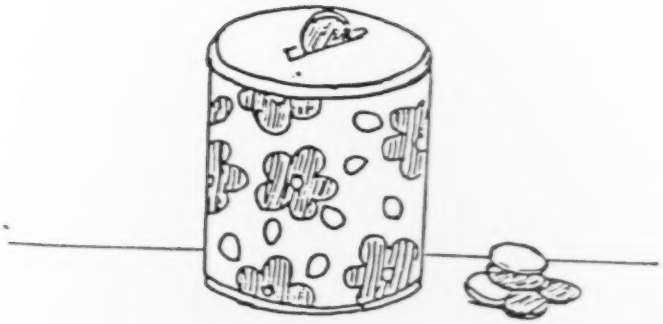
LANGUAGE (Labeling)	**NOUNS** Book Pages Pictures such as dog,cat,etc. that are in the book. Alphabet (any letter in the book such as T,H,E,A....)	**VERBS** Hold the book up. Turn the pages of the book.	**ADJECTIVES** Shapes-Rectangle Numbers-1,2,3... Texture-smooth Colors-red,blue,etc.	**SPATIAL RELATIONS** Upside down Right side up Left/Right Front/Back	**COMPREHENSION** Ask your child questions such as: Where is the duck? How does the duck sound? What is this? (Point to the big dog.)
USING THE FIVE SENSES	**HEARING**	**SEEING** Point out details in any of the pictures such as the ears on a dog, his tail, etc	**SMELLING**	**TASTING**	**TOUCHING** Feel the smooth texture of the pages in the book.
MODELING ACTIVITIES FOR PARENTS	**AUDITORY DISCRIMINATION** Compare any of the pictures that make a sound to each other or to something that is around his environment.	**VISUAL DISCRIMINATION** Compare any of the pictures in the book, such as the four legs on the dog as compared to the two legs of a boy, etc.	**EYE-HAND COORDINATION**	**FINE/GROSS MOTOR SKILL** Show your child how to hold the book and how to turn the pages from left to right.	
	IMAGINATION Make up stories about the pictures in the book. Speak in complete sentences. You can even act out stories to the pictures in the book.	**NUMBERS** Count the number of pages in the book. Count the number of objects found in the book.	**SELF-AWARENESS** Describe the different facial expressions found in the pictures in the book. Make the facial expressions yourself such as sad, happy, etc.	**CAUSE/EFFECT** Discuss things that make or made something else happen such as "The boy is happy because the mother bought him a ballon."	

CHIP CAN



Recommended Age Levels: 1 to 3 years

Materials Needed:

Empty can, with a plastic lid such as a coffee can
15 poker chips, 5 red, 5 white, 5 blue
Contact paper, colorful pattern
Razor blade
Scissors

CHIP CAN

Instructions

1. Make sure the open end of the can does not have any sharp edges. Use pliers to bend the metal down into the can and cover the edge with masking tape if necessary.

* 2. Cut the contact paper to fit around the sides of the can. Cover the can with contact paper.

3. Using a razor blade, cut a slit in the lid, approximately ¼" X 1½" or the width of a chip. See figure 1.

4. Place the lid on the can and show your child how to insert the chips into the can. See figure 2.

* See the section on "Working With Contact Paper".

Possibility Sheet
For

THE CHIP CAN

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LANGUAGE (Labeling)

NOUNS
Can
Lid
Slit
Chip

VERBS
Put
Dump
Give
Sort
Place
Shake
Roll
Stack
Off
On
Listen
Look

ADJECTIVES
Colors-blue, red, white
Numbers- 1-15
Textures-smooth, rough
Shapes-round

SPATIAL RELATIONS
In/Out
Through
Into
Bottom/Top
On Top Of/Under
Inside/Outside
Upside Down

COMPREHENSION
Ask your child questions such as: How many blue chips are there?
How many chips can you put in the can?

USING THE FIVE SENSES

HEARING
Listen to the sound made from the chips when you dump them out of the can; when you put a chip in the can; and when you shake the can with chips.

SEEING
Show your child the differences and similarities between the chips - their colors, their sizes and shape.

SMELLING

TASTING

TOUCHING
Feel the smoothness of the can and the rough parts of the chips.

ACTIVITIES

AUDITORY DISCRIMINATION
Have your child look the other way and ask him to tell you how many chips you put in the can by their sound.
Compare the sounds made by the chips in the can to coins rattling in the can.

VISUAL DISCRIMINATION
Ask your child to give you a chip or to put the chip in the can according to color.
Have your child sort the chips according to color.
Compare the shape of the chips to other shapes in the house.

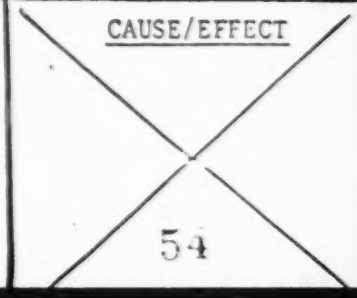
EYE-HAND COORDINATION
Show your child how to put the chips into the can through the slot in the lid.
Show your child how to stack and how to roll the chips.

FINE/GROSS MOTOR SKILLS
Ask your child to dump the chips from the can.
Show your child how to shake the can.
Show your child how to put the lid on and how to take the lid off.

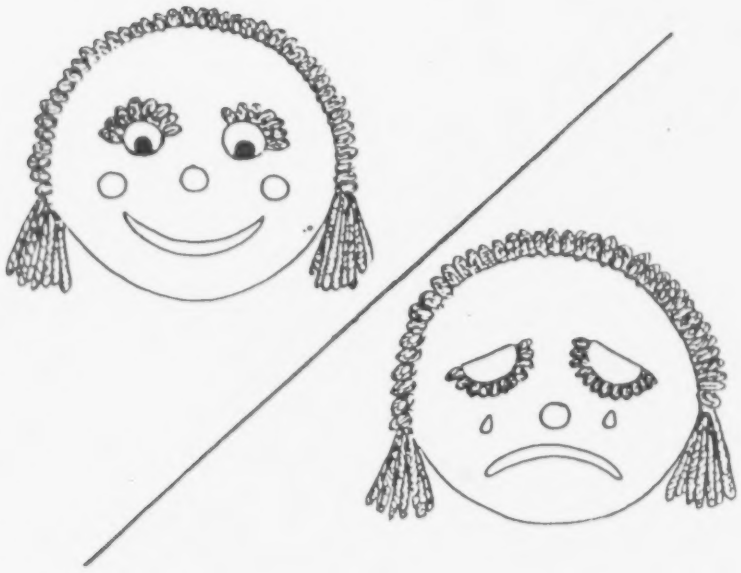
IMAGINATION
Pretend that the toy is a bank. Give your child some coins and show him how they are similar and how they are different from the chips.
Use the toy as a drum.

NUMBERS
Count the total number of chips.
Count the number of red, blue, or white chips.
Have your child put a certain number of chips in the can, such as five chips or 10 chips.

SELF-AWARENESS

CAUSE/EFFECT


HAPPY/SAD FACE PILLOW



Recommended Age Levels: 6 months to 5 years

Materials Needed:

- Burlap, cotton or denim, 1 yard in a dark color
- Burlap, cotton or denim, 1 yard in a light color
- Polyester stuffing
- Needles, darning and simple
- Thread, to match the pillow covering
- Yarn, dark color for the hair
- Felt, red, black, brown and white

HAPPY/SAD FACE PILLOW

Instructions

1. Cut the material for the pillow into two circles with diameters of 12". One circle from the dark material and one from the light colored material.

2. Cut the felt using the patterns in Figures 1a, 1b, 1c, 1d, and 1e, as follows:

   Red: 2 mouths
   2 cheeks

   White: 2 "happy" eyes, outer part
   2 tears

   Black: 2 "happy" eyes, pupils

   Brown: 2 noses
   2 "sad" eyes

3. Stitch the two pillow sections (one of a dark color and one of a light color), right sides together, leaving an opening of four inches for stuffing. Turn the pillow right side out and fill it with foam. Turn the raw edges under and pin the opening closed. Stitch the opening closed using an overcast stitch.

4. Place the white felt circles on one side of the pillow (the light"happy" side) for the eyes. Slip stitch the parts to the pillow. Place the black circles on top of the white circles near the edge. Stitch in place. See Figure 2.

5. Place and sew the two red cheeks and the "happy" mouth onto the light side of the pillow. See Figure 2.

6. Gather one brown circle, for the nose, and stuff it with foam. See Figure 4. Sew it onto the pillow between the "happy" eyes.

7. Turn the pillow to the other side. Place the "sad" eyes on the dark colored side of the pillow. Stitch the eyes to the pillow leaving one side free. Stuff the eyes with foam and sew the remainder of the eye to the pillow. See Figure 3.

8. Stitch the tears right below the "sad" eyes. Invert the mouth to look like a frown and sew it onto the pillow. See Figure 3.

9. For the nose, follow step 6. See Figure 4.

10. With a darning needle and yarn, make and sew the hair where the two pillow parts are sewn together. Thread the needle with two yards of yarn at a time. Tie a knot at the end of the yarn. Beginning at the nose level, insert the needle and make several loops around the head. Make the loops close together and about the size of your finger. See Figure 5. At each end of the smaller loops make tuffs of hair as in Figure 6. Make 6 to 8 large loops with the yarn. Cut the ends of the loops. Tie the strands of yarn together with a smaller piece of yarn. See Figures 6a and 6b.

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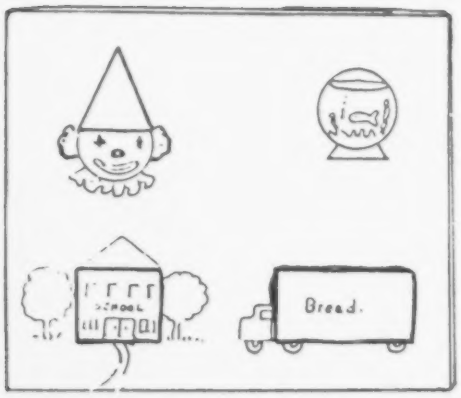
HAPPY/SAD FACE PILLOW

LANGUAGE (Labeling)	NOUNS Eyes Nose Ears Eyebrows Eye lashes Cheeks Hair Forehead Chin Circle Triangle	VERBS Throw the pillow. Catch the pillow. Lay down on the pillow. We smile when we are happy. We cry when we are sad. Turn the pillow over.	ADJECTIVES Colors-brown, black, red, white, etc. Shapes-circular, triangular Textures-smooth, rough Facial Expressions-happy, sad	SPATIAL RELATIONS Top/Bottom Left/Right Around	COMPREHENSION Ask your child questions such as: Which is the happy face? Which is the sad face Point to the eyes.
USING THE FIVE SENSES	HEARING	SEEING Point out the different shapes, colors, and parts of the pillow.	SMELLING	TASTING	TOUCHING Feel the texture of the pillow and compare it to the texture of the felt used for the eyes, etc.
MODELING ACTIVITIES FOR PARENTS	AUDITORY DISCRIMINATION	VISUAL DISCRIMINATION Point out the differences and similarities between the two sides of the pillow.	EYE-HAND COORDINATION	FINE/GROSS MOTOR SKILLS Show your child how to throw and catch the toy.	
	IMAGINATION Make up stories about why the face on the pillow is happy or sad. The toy has many uses such as a pillow to sleep on or a ball to toss and catch.	NUMBERS Count the number of eyes on one side of the pillow, then on both sides of the pillow. Count the number of other facial parts on both sides of the pillow.	SELF-AWARENESS Label the different facial parts on the pillow for your child, then show your child the parts on himself by using a mirror. Show your child the happy and sad side to the pillow. Imitate the expressions for your child and have him do the same.	CAUSE/EFFECT Tell your child that children feel sad or cry when they are hurt and mommies will care for children when they are hurt. Children are happy and laugh when you tickle them.	

SHAPE PUZZLE



Recommended Age Levels: 1 to 2 years

Materials Needed:

Masonite, 1/4" thick , 12"x14"
Poster board, 12"x14"
Electric jig saw
Non-toxic paint, red, blue, yellow, orange
green, black
Paint brush, 1" wide
Paint thinner
Screwdriver
Hammer
Ruler
Pencil
Sandpaper

SHAPE PUZZLE

Instructions

1. On the rough side of the masonite, divide the board into four sections, marking the divisions with a pencil and a ruler. See Figure 1.

2. In each section draw a different shape using the patterns provided. See Figures 1 and 3.

3. Place a screw driver at the edge of a shape. Hammer the screw driver to make a hole. Place the jig saw blade into the hole. Cut out the shape following the drawn outline. Repeat for each shape. See Figure 2.

4. Using sand paper, sand all the edges of each shape and the large board.

5. Paint the rough side of the masonite a neutral color, such as white. Do not paint the sides of each cut out.

6. Glue the poster board backing to the smooth side of the masonite.

7. Paint each shape a different color. Paint each shape's corresponding slot, on the masonite board, the same color as the shape. Allow the board and the shapes to dry thoroughly.

8. Paint designs on the masonite board and shapes using different colors. See the suggestions for designs in Figure 4 and the finished toy. Allow the paint to dry thoroughly.

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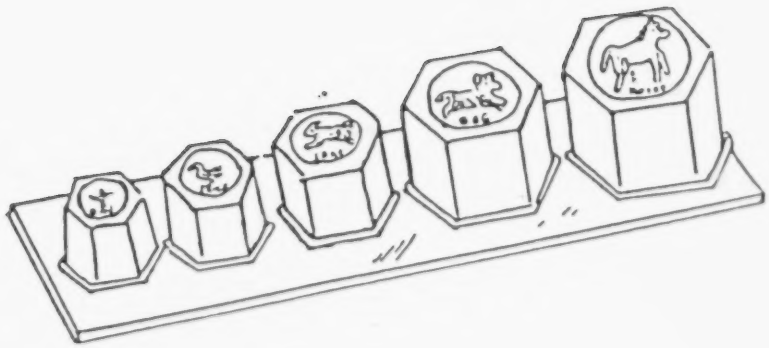
SHAPE PUZZLE

LANGUAGE (Labeling)	NOUNS Puzzle Corner Sides Wood Cardboard Circle Square Triangle	VERBS Put the circle in the puzzle. Pick up the square.	ADJECTIVES Shapes:circular, square, triangular Colors:blue, black, yellow, brown,etc. Texture:smooth,hard, rough Number: 1,2,3 Weight: heavy,light	SPATIAL RELATIONS In/Out Left/Right/Middle On Top of	COMPREHENSION Ask your child questions such as: Which is the circle? Where does the circle go? Find the circle.
USING THE FIVE SENSES	HEARING	SEEING Point out the different shapes on the puzzle.	SMELLING	TASTING	TOUCHING Feel the rough and smooth sides of the puzzle board and of the puzzle pieces. Trace the sides of the shapes with your finger.
MODELING ACTIVITIES FOR PARENTS	AUDITORY DISCRIMINATION	VISUAL DISCRIMINATION Compare the different shapes-a square has four corners, a triangle has three corners, and a circle has none. Find similar shapes in the room and compare them to the puzzle shapes.	EYE-HAND COORDINATION Show your child how to place the shapes into their right slots.	FINE/GROSS MOTOR SKILLS Have your child pick up the whole puzzle. Point out that it is heavy, compare it to something light by having your child pick up a piece of paper.
	IMAGINATION Make up stories about the pictures on the puzzle. "A clown is funny. He likes to do tricks to make people laugh."	NUMBERS Count the number of puzzle pieces.	SELF-AWARENESS Point out the different parts of the body if the pictures are humans or animals.	CAUSE/EFFECT By placing the puzzle pieces in the board you are making complete pictures on the board.

SEQUENTIAL CUPS



Recommended Age Levels: 18 months to 6 years

Materials Needed:

- 5 Sequential (tower) cups - bought from a toy store
- Masonite, 1/4" thick, 4" X 13 1/2"
- Poster board, 4" X 13 1/2"
- Contact paper, clear
- Permanent Markers, red, blue, green, orange, and yellow
- Pencils
- Scissors
- Saw
- Ruler
- Glue

SEQUENTIAL CUPS

Instructions

1. Cut the masonite and poster board both the same size, measuring 4" X 13½".

2. Cut the contact paper to measure 6" X 15½".

3. Using each cup as a guide, trace the shape of 5 cups of varying sizes onto the poster board. See figure 1. Note: Use cups whose colors are the same as the color of markers you have. Colors such as red, blue, green, orange, and yellow are suggested.

4. Color each shape on the poster board the same color as the cups you used to trace it with. (Optional: Outline the drawing with a black marker).

5. Glue the poster board onto the rough side of the masonite. Allow the glue to dry thoroughly. See figure 2.

* 6. Cover the poster board and masonite with the clear contact paper.

7. Place each cup on top of the shape that is the same color and size as the cup.

* See the section on "Working With Contact Paper".

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THE SEQUENTIAL CUPS

LANGUAGE (Labeling)	NOUNS Cup Board The names of any pictures that are on the bottom of the cup.	VERBS Place Stack Shake Put, place Nest	ADJECTIVES Colors-orange, red, green, yellow, blue Sizes-large, small Numbers-1,2,3,4,5 Textures-smooth Shapes-straight, octangle	SPATIAL RELATIONS Next to Left/ Right/Middle Inside of On top of Top/Bottom In By Beside	COMPREHENSION Ask your child questions such as: 1. Give me the blue cup. 2. Which cup is the smallest one? 3. Put the red cup on top of the green one.
USING THE FIVE SENSES	HEARING Put something inside a cup and shake it to make a sound.	SEEING Point out the shape of the cup and the shape of the drawing. Let your child see you place the cups where they belong on the board.	SMELLING	TASTING	TOUCHING Feel the texture and shape of the cups.
MODELING ACTIVITIES FOR PARENTS	AUDITORY DISCRIMINATION Put something in a plastic tumbler (glass) and compare the sound to the shaking of the cup.	VISUAL DISCRIMINATION Show your child how the cups differ in size and color. Show him how they are similar in shape. Compare the shapes of the cups to the shapes on the board.	EYE-HAND COORDINATION Show your child how to: 1) Place a cup in it's appropriate size on the board. 2) Place the cups one inside the other. 3) Stack the cups one on top of the other.	FINE/GROSS MOTOR SKILLS Show your child how to take the cups in and out of each other.	
	IMAGINATION Pretend that the cups are: 1) people 2) houses 3) a tower 4) a piece of cake.	NUMBERS Count the cups as you place them on the board. Count the number that you are able to stack one on top of the other.	SELF-AWARENESS	CAUSE/EFFECT Stack the cups and then knock them down.	

HOBBY HORSE

Recommended Age Levels: 2 - 5 years

Materials Needed:

- Old broomstick or mop handle
- Large sock, (crew length)
- Foam filling
- Non-toxic paint, one color
- Rick Rack, medium size in any color
- Fringe
- Felt: 2"x2" in blue, red and white
  4"x4" in gold
- 4 cafe curtain rings
- Pins
- Scissors
- Thread and Needle
- 15 yards, yarn
- 2 Finishing nails 1/2" or 3/4" long

HOBBY HORSE

Instructions

1. Cut the broomstick to a size suitable for your child, approximately 36" to 40" long. The broomstick should be about the same height as your child.

2. Paint the broomstick any color you choose. Set it aside to dry thoroughly.

3. Fill the sock with the foam filling, shaping the stuffed portions into a horse's head. (See Figure 1) Continue stuffing the sock until you have reached 2 1/2" from the opening.

4. Temporarily close the opening to the sock by putting a rubber band around the sock, 2 1/2" from the end.

5. Cut the rick rack into the following lengths:

   A. 13" long
   B. 18" long
   C. 9" long

6. Pin and sew the pieces of rick rack onto the sock to form the horse's bridle. Place the pieces on the sock starting with piece A, piece B, and then piece C., following Figures 2a. and 2b.

7. Cut a piece of fringe 16" long. Pin the fringe onto the sock as in Figure 3 and sew.

8. Cut the felt using the patterns provided.

   Blue felt - pupil of the eyes
   White felt - outer eyes
   Red felt - mouth
   Gold felt - ears

9. Pin and sew the eyes and the mouth onto the horse using Figure 4. as a guide. Make a fold on each ear as in Figure 4. Pin and sew the ears on the horse.

10. Cut 2 pieces of fringe each 2" long. Position, pin and sew the fringe around the eyes as in Figure 5. (The fringe may have to be trimmed to look more like eyelashes.

11. Sew the cafe rings onto the horse. See Figure 6.

12. Cut 9 pieces of yarn, each 60" long, to make the horse's reins. Tie the strands of yarn together at one end with an extra piece of yarn. Separate the yarn into three sections and braid the entire length of the yarn. Tie a knot at the end of the braided piece of yarn. See Figure 7.

13. Insert the braided yarn through the cafe rings, starting on the left ring near the ear, to the front left ring, under the horse's nose, and through the rings on the right side. Tie both ends of the braided yarn together. See Figure 8.

14. Remove the rubber band from the sock opening, Insert the broomstick into the stuffed sock, all the way to the head, making sure the broomstick is centered within the sock.

15. Twist the unstuffed portion of the sock aroung the broomstick. Hammer two nails, at opposite ends, through the sock and into the broomstick. See Figure 9.

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THE HOBBY HORSE

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LANGUAGE (Labeling)	NOUNS Horse Mane Hoof Reins Bridle Eyes Mouth Snout Ears	VERBS Let's ride the horse. Can you hop up and down with the horse?	ADJECTIVES Colors-such as red, yellow, black, etc Textures-smooth, rough, hard, soft Shapes-circles Size-long, short, big, little	SPATIAL RELATIONS Up/Down Left/Right Around	COGNITION What sounds does the horse make? What does a horse eat? (hay and grass)
USING THE FIVE SENSES	HEARING Make the sounds that a horse would make with their mouth and/or with their feet (hoofs).	SEEING Point out the details on the horse such as it's mane, eyes, snout, bridle, etc.	SMELLING	TASTING	TOUCHING Feel the different textures of the hors stick-smooth and har head-rough but soft
MODELING ACTIVITIES FOR PARENTS	AUDITORY DISCRIMINATION Compare the sounds that a horse makes with the sounds of other animals such as dogs, cats, etc.	VISUAL DISCRIMINATION Find some pictures of a real horse and compare them to the toy horse. Compare the rings on the reins with the horse's eyes - both are round.	EYE-HAND COORDINATION	FINE/GROSS Show your child how to run, walk, skip, and hop with the horse.	
	IMAGINATION Your child can pretent that he is riding a real horse. Make up stories about where your child is "riding" his horse such as to the store, or another city, etc. Describe what horses do, what they eat and where they live...	NUMBERS Count the number of round things on the horse. Count the number of times your child hops up and down with the horse.	SELF-AWARENESS Point to the parts of the horse's head and compare them to the child's-both have eyes,ears,mouth. We don't have a tail,mane snout, or hoofs.	CAUSE	

RAG DOLL

Recommended Age Levels: 3 months to 5 years

Materials Needed:

1/4 yard cotton material (for the body)
Polyester stuffing
Scissors
Needle and thread, or a Sewing Machine
4 yards yarn, black, brown, or yellow (for the hair)
Scrap material (for the doll's clothes)
Markers (specially made for fabric use)
Carbon Paper
Ball Point Pen
Pencil

RAG DOLL

Instructions

1. Using plain cotton material, cut out the parts for the doll according to the enclosed patterns. Cut out four arms, four legs, and two body parts.

2. On one of the cut out body parts transfer the facial markings to the right side of the material. Place carbon paper face down on the head portion of the body part. Place the pattern for the face over the carbon paper. Trace the facial parts on the pattern with a ball point pen. Color the facial parts on the material using different colored markers. See figure 1.

3. Stitch two arm sections with right sides together. Leave an opening on one side of the arm large enough for stuffing. See figure 2. Turn right side out. Repeat for the other arm.

4. Stitch two leg sections with right sides together. Leave an opening on one side of the leg large enough for stuffing. See figure 3. Turn right side out. Repeat for the other leg.

5. On the outside of the back body part pin the arms and the legs leaving a 1/4 inch space between the legs. (Make sure the feet are turned forward). Stitch the arms and legs in place. See figure 4.

6. Place the front body part over the back, arms, and legs with right sides together. Stitch all the way around the doll leaving an opening at the bottom of the torso. See figure 5.

7. Stuff the body, through the bottom using the foam filling. Slipstitch the opening closed.

8. Stuff each of the arms and the legs. Slipstitch all the openings closed.

9. Draw a line, using a pencil, from the top head seam down the center back to the lower hair line (near the neck region). This will be your center mark for starting a row of hair. See figure 6.

10. Using a yard of yarn at a time and a large needle make the hair for the doll. Thread the needle with the yarn tying a knot at one end. Beginning at the center top of the head insert the threaded needle. Work your way to the right side of the doll's head making a row of loops about 1 inch long. Tie a knot at the end of the row cutting the remainder of thread. Return to the center of the head to continue the row of loops to the left side of the head. See figure 7.

11. Continue making several rows of hair beginning each time at the center. Follow step #10 until you reach the lower hair line. The loops should cover the back of the doll's head.

Possibility Sheet
For

THE RAG DOLL

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LANGUAGE (Labeling)	NOUNS Face-eyes,nose,mouth Body Arms Legs Clothes-dress,pants, shoes,shirt Name of the doll	VERBS Squeeze the doll. Hold the doll. Kiss the doll. Sleep Take a bath Jump Wave bye-bye Dance Change clothes Sit Walk Eat	ADJECTIVES Colors-brown,black, blue, red, etc. Textures-rough,soft, smooth Shapes-circular Sizes-long, short	SPATIAL RELATIONS Left/Right Up/Down Over Upside Down Put her hat on. In her hand.	COMPREHENSION Ask your child questions such as: Where are the doll's eyes? What color is the doll's hair? Which is the doll's right leg?
USING THE FIVE SENSES	HEARING	SEEING Point out the colors and details on the doll such as, "The hair is brown, the mouth is red, the eyelashes are black, etc."	SMELLING	TASTING	TOUCHING Feel the different textures on the doll comparing the clothes to the fabric of the doll.
MODELING ACTIVITIES FOR PARENTS	AUDITORY DISCRIMINATION	VISUAL DISCRIMINATION Compare the details on the doll to the details on your child or to pictures in magazines or books.	EYE-HAND COORDINATION	FINE/GROSS MOTOR SKILLS Show your child how to hold the doll in his left or right arm.	
	IMAGINATION You can teach your child love and affection by telling him to hug and kiss the doll. Your child can play house, etc. with the doll. Make up stories about the doll.	NUMBERS Count the number of arms, legs, etc. that the doll has. Count the number of eyes, the nose, etc. that the doll has.	SELF-AWARENESS Your child can learn the parts of his face & body if you point to the parts on the doll & label them, then get a mirror & show your child the parts on his face & body. Say-"This is the doll's nose, where is yours?"	CAUSE/EFFECT	

Recommended Age Levels: From 6 months on up

Materials Needed:

2 tube socks, in a dark color,
or 2 booties in different
colors
Needles, darning and simple
Thread
Yarn
Felt, red and black (each 2" X 2")
Foam stuffing

HAND PUPPETS

Instructions

1. Cut the felt, using the patterns in figure 1, as follows:

   Red - 1 tongue
   Black - 2 sets of eyelashes
   2 eyes

2. Determine the place where you want the eyes and the nose to be. Pinch the sock to make a pouch in each place for two eyes and one nose. Put your hand inside the sock and push foam into the pouch to form a small ball the size of a marble. On the outside, stitch around the knob to secure it. See figure 2.

3. Sew the eyelashes around the eyes. Sew the black circles on top of the eyes. See figure 3.

4. Sew the tongue directly below the nose. See figure 4.

5. Sew yarn on the puppet for hair.

   Girl puppet: Braid yarn to make a piece 5" long. With a 15" piece of yarn, make at least 10 loops. Find the middle of the yarn loops and tie a 5" piece of yarn around it. Cut the ends of the loops. See figure 5a. Holding the yarn at the middle, divide the strands into 3 sections. Braid the sections. Two inches from the end, tie a 5" piece of yarn around the braid into a bow. Repeat for another braid. See figure 5b. Sew the braids onto the top of the puppets head. Make 6 loops, with the yarn, 2" long for bangs. See figure 6.

   Boy puppet: Make eight loops 1 inch long with the yarn for hair. See figure 7.

THE HAND PUPPETS

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LANGUAGE (Labeling)	NOUNS Talk about as many nouns as you can, such as: puppet, parts of the body, store, library, dress, candy, etc.	VERBS Talk about as many verbs as you can such as: jump, sleep, eat, go, reads, etc.	ADJECTIVES Talk about many adjectives (words that describe nouns) such as: pretty, good, big, red, soft, etc.	SPATIAL RELATIONS Talk about many words that show spatial relationships such as: on, over, under, across, in, by, etc.	COMPREHENSION Have the "puppet" a your child questio such as: "What is your name?", "Do you want to play w me?"
USING THE FIVE SENSES	HEARING Change your voice to different sounds such as: sad, happy high like a girl, low like a man. Tell your child to listen to various sounds.	SEEING Tell the child to look at all the things in the room.	SMELLING Let the "puppet" encourage your child to smell different odors, such as something sweet and something foul.	TASTING Let the "puppet" encourage your child to taste different things such as sweet and sour foods.	TOUCHING Let the "puppet" tou different objects, encouraging your child to feel the objects also.
ACTIVITIES	AUDITORY DISCRIMINATION Ask your child to imitate the different voices you have been using such as: "The puppet is sad, how would he talk if he were sad?" Compare the different sounds heard in the room.	VISUAL DISCRIMINATION Compare the different colors, shapes, etc. of objects in the room.	EYE-HAND COORDINATION Let the "puppet" play with an eye-hand coordination toy, encouraging your child to play with it also.	FINE/GROSS MOTOR SKILLS Putting the puppet on your hand or feet, taking it off. Moving your hand to mak the puppet express different things.	
	IMAGINATION Pretend the puppets are talking to each other. Have one puppet ask a question and the other answer him. This will involve alot of language.	NUMBERS Have the "puppets" count with the child.	SELF-AWARENESS Point to and name the part of the puppet's body, compare them to the parts on your child's body. Emotional expressions- Change your voice with th different expressions. If the puppet is happy make him bouncy.	CAUSE/EFFECT Let the "puppet" explain any cause and effect relationships to your child.	